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Form 410

BOOKS FOR HIGH SCHOOLS

Compiled by
MARTHA WILSON
Supervisor of School Libraries
Minnesota—Department of Education

(Reprinted with adaptations from the list as published by the Minnesota Department of Education)

AMERICAN LIBRARY ASSOCIATION PUBLISHING BOARD
78 EAST WASHINGTON STREET, CHICAGO.
1914

THE NEW YORK
PUBLIC LIBRARY
674047
ASTOR, LENOX AND
TILDEN FOUNDATIONS.
R 1914 L

ACKNOWLEDGMENT.

Many high school teachers have suggested books useful in their departments of teaching and valuable advice has also been received from a number of high school libraries as to the use of the books in their libraries.

Especial acknowledgment is made to Mr. S. R. Parker, librarian of the Boys High school, Brooklyn, and to Miss Mary E. Hall, librarian of the Girls High school, Brooklyn, who have given generously their time and many suggestions.

M. W.

FOREWORD BY THE A. L. A. PUBLISHING BOARD

This list was prepared for the high school libraries of Minnesota. Believing that it would be fully as serviceable to high school teachers, librarians and students in other states, arrangements have been made with the compiler and the Minnesota State Department of Education, to have a special edition prepared for general distribution through the agency of the American Library Association Publishing Board. The list itself is identical with the Minnesota edition; those portions of the introduction, however, which applied solely to Minnesota conditions, such as directions for ordering, rules relating to state aid, the school library law, and so forth, have been omitted.

As the compiler stated in her introduction, the titles have been chosen to supplement the teaching in the schools and to provide some interesting outside reading for the high school boys and girls, and the Board unite with her in hoping that the list may be useful to this end.

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PUBLIC
LIBRARY

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BOOKS FOR HIGH SCHOOLS.

This list complements the List of books for elementary and rural schools, and a few titles of especial interest to high school students have been repeated.

Arrangement. The list is arranged by class, thus bringing books of a similar nature and use together. In each class the books are listed by author (black face type) and title and each item is numbered consecutively. Library usage has been followed in the form of entry and in capitalization.

Index. A full author, title and subject index is given at the end, so that a book may be found easily.

Selection of titles. In the preparation of the list, an attempt has been made to include books useful in all different types of high schools. The titles have been chosen to supplement the teaching in the schools and to provide some interesting outside reading for the high school boys and girls. The books for recreative reading have been chosen with view to interesting the boys and girls in reading, in owning books themselves and in the use of the public library.

Editions. Standard editions have been listed, and wherever possible, those of moderate cost. To meet the requests of some of the larger high schools, some expensive books have been included, but practically the same material is also represented in less expensive form.

Attractive editions of the classics and of standard fiction have been added, when these are obtainable. Many high school libraries find these useful in interesting the students. They are usually kept in the library as a reference collection and cheaper editions provided for home use.

Vocational guidance. To meet the demands of the newer work in English in the field of vocational guidance, many books have been included in the classes 170, 607, 920-921, and in each class where such books might be included. Leavitt—Examples in industrial education gives the outline for this work as carried on in Grand Rapids, Michigan.

Prices. Only the publishers' list prices are given.

Reductions from these prices may be obtained from a number of reliable book dealers.

THE SCHOOL LIBRARY.

The library room. The school library, if it is to be of value in the work and life of the school must be properly housed, suitably cared for and arranged. A library room is necessary, even if the students go to the public library for much of their work. The uses to which the room will be put, will determine its size and equipment, but some suggestions may apply to all.

The library should be a workshop, planned for real work, and the tools, the books, should be in order and cared for.

It should be easily accessible. If there is no public library in the town, the school library room should be so planned that it may be used as a public library also. Where this is a necessity, the library should be on the first floor, and with an outside entrance if possible.

When the library is on the second floor, it should be reached from a main hall, not through class rooms or cloak rooms.

The room should not be smaller than an ordinary class room. It should be large enough to shelve the present collection comfortably, never two rows of books on a shelf, and to allow for growth, and it should admit of tables for reading and reference use.

Lighting. Care should be taken in planning, to secure plenty of natural light for both the shelves and the reading tables.

Shelving. The present types of school buildings with light entering from one side make it necessary to put most of the shelving on one side of the room.

Provide open shelves if possible, having all books in view and within reach. Shelving should be built around the walls, and under the windows, if these are sufficiently high. Shelving should be built standard height, which is about 7 feet 2 inches, allowing a 6 inch base, 6 shelves one inch thick, with 10 inches space between and a 12 inch space for the bottom shelf to accommodate large-sized books. Shelves should be 8 inches deep, and not more than 36 inches long, as they will sag if too long. Avoid high shelving and unsightly cupboards. If books must be locked in a case, secure one with glass doors. Book supports are needed to keep the books in order on the shelves. Their use not only improves the appearance of the library, but lessens the wear on the books.

Where wall space is limited and the room is sufficiently wide, short, double-faced stacks not more than 36 inches, may be built from the wall shelving at intervals of 4 feet, thus making alcoves. If there is any space under the windows not needed for radiation, shelves may be placed there for reference books, allowing 6 in base, 2 shelves 1 inch thick and not more than 9 inches deep. The top of such a case should be flush with the window sill and will make a convenient shelf to rest the book upon while consulting it. This space may be divided into small compartments and utilized for magazines, each division being marked with name of magazine.

Furniture. The room should have at least reading tables and chairs placed near the windows, a table or desk for the librarian, a cabinet for the catalog, and built-in magazine rack. Bulletin boards are useful adjuncts for posting current news items, lists of books, or pictures interesting to the different classes. They may be made of a square of cork carpet, framed.

Use. Teaching high school students the use of books should be a part of the school work. It has an immediate value in connection with the preparation of the lessons, and starts him in the way of using books and public libraries as an aid in life-long education. Ward's Practical use of books and libraries, and Baldwin's Writing and speaking, will be valuable aids in giving such instruction.

Service. The library, even though properly arranged and indexed, will not reach its full efficiency until its use is directed, and it is highly desirable that a high school librarian be employed. The librarian should have equivalent educational qualifications with the high school teachers and be paid the same salary. Until library service is paid for at the same rate, it will not be of the same grade as the teaching. The librarian should be a library school graduate, if possible, or at least should have had summer library school training. Some teachers are willing to do part time teaching and part library work. Where this arrangement is made the teacher should take at least a summer school course in library training. Teachers should not be called upon to care for the library in addition to their other work.

Co-operation with public library. In towns where there is a good public library with a competent librarian, the schools will get best service by keeping in the school only such books as are needed for daily reference, and sending the pupils to the library for much of their reference work and general reading.

The school and the library should work out a definite plan of co-operation. The teachers should know what there is in the public library that will be of help to them and the librarian should know enough of the work of the school to be able to prepare in advance for calls. The teacher should notify the librarian in advance when numbers of students are coming for material on a subject, that she may have it ready. Where such co-operation exists, the work on the use of books and the library may be given by the librarian in the school or in the library, with practical demonstrations.

SUGGESTIONS FOR HIGH SCHOOL LIBRARIANS.

Care of the high school library.

The librarian is responsible for the care of books and other library property. She should keep a careful record of all books loaned, an accurate account of any money received for fines or injuries and she must make a report at the close of the school year including the following items:

Number of volumes in the library.

Number of volumes added during the year: (a) by purchase (b) by gift.

Number withdrawn during the year: (a) lost (b) worn out (c) not accounted for.

Number of volumes loaned during the year (counting each volume once for each time it is loaned).

Receipts from fines, or other sources.

Such other items as the board may require for their annual report to the Superintendent of Education.

Preparation of books for the shelves. When the books are received, check with bill and with order to see that all have been received. Many libraries put date of bill, place where bought, and price, in the book back of the title page.

When working with the books, open each one carefully according to directions. This will make the books wear much longer.

How to open a new book: Lay the book, back downward, on a table or smooth surface. Press the front cover down until it touches the table, then the back cover, holding the leaves in one hand while you open a few at the back, then at the front, alternately, pressing them down gently until you reach the center of the volume. Never open the book violently nor bend back the covers, it is liable to break the back and to loosen the leaves.

Stamp books with school stamp and put in school book plate.

Enter the books in the accession book or library record book.

Accessioning. The accession record is a chronological list of the books added to the library, and is a most important business record. It is used as a basis for insurance, to give the number of volumes in the library, to ascertain the cost of any particular book, and if fully and accurately kept may give a complete history of each book from entry to withdrawal. The most important items are the author's name, title and price.

As soon as the books are received, checked with order, and examined to see that all are in perfect condition, enter them in the accession book, one volume to a line, and assign to each a number from the number of the line on which it is entered. This is the accession number of the book, which should be written on the first right-hand page following the title-page and on the book plate or book pocket. Ruled and numbered books printed for the purpose may be bought or a strong blank book (8x10 inches) with lines numbered consecutively may be used and ruled like the form below.

FORM FOR ACCESSION BOOK.

Left side

Date received	Number	Author's surname	Title

Right side

Publisher	Source	Cost	Vol. or Copy	Class	Notes

The accession record should not be kept in the same book with the charging record.

Classification. Arranging books by subject or class makes the library much more useful, as by so doing, books which are alike are brought together and the material easily found.

For the majority of schools the classification scheme used in this catalog will give the best service. This scheme is that arranged by Miss Cornelia Marvin for the High school libraries of Oregon. It is a modification of the Dewey decimal system used in most of the libraries in the state and is sufficiently sub-divided for ordinary needs. For outline see Table of contents, page v.

In larger libraries, where close classification seems desirable, the Dewey-Abridged Decimal classification should be followed, and the A. L. A. Catalog (1904-11) will be a useful guide in classifying books not found on this list. These may both be obtained of the A. L. A. pub. board, 78 E. Washington st., Chicago.

Marking. The classification numbers given in the list at the head of each class should be printed on the backs of the books. If desired, the initial letter of the author's name may be used below the class number. Place the number two inches from the bottom of the book, using Higgins' India ink on light colored books and Davids' Letterine (white) on dark ones. Varnish over the number with white varnish so that the number will not rub off, and the book may be easily cleaned.

Shelving. Arrange the books by the numbers printed on the back. This will bring them in order by class or subject. Fiction may be classed in 813 or the number omitted. The books should be arranged alphabetically by author's name, which should be marked on the back of the books, if not already clearly printed.

Charging System. The librarian should keep an accurate record of books loaned, so that any book belonging to the library, if not in its place on the shelves, may be located immediately. This record should show the date on which the book was loaned, the name of the borrower

and the date returned. In smaller libraries a book ruled for this purpose may be used, but the card charging system is more convenient, and saves time. In this system, each book is provided with a book pocket, in which the book card is kept. On the book card is written the author, title and number of the book. This card is kept in the pocket when the book is in the library, and is used for record of each loan. A date slip (plain or printed) pasted on the fly-leaf opposite the pocket, is useful to show the borrower when his book is due, but may be omitted in the small library, until it is found necessary. To loan a book, take the book card from the pocket, write the date and name of the borrower in columns indicated on sample printed below, and write the date also on the date slip opposite the pocket. This date is a guide to the borrower, as he must return the book within two weeks from date of issue. The book card is the record held in the school to show when and to whom the book was loaned. File cards for books loaned alphabetically by surname of author, in a tray or box. When the book is returned, find book card, write date of return on it and place it in pocket of book. From this record the number of books loaned each day may easily be counted before cards are filed and books overdue are easily ascertained.

BOOK CARD

Author's surname

Brief title

Number

Date loaned	Name of borrower	Date returned

Actual size 3x5

DATE SLIP

This book may be kept

FOURTEEN DAYS

From last date given below. A fine of ONE CENT will be charged for each day the book is kept over time.

.....	.....	.....	.....
.....	.....	.....	.....

Actual size 3x6

Rules for borrowers. Any pupil is entitled to draw books by making application to the teacher. Any resident of the district may borrow books not needed in school work.

Every borrower may draw one book at a time, being entitled to both parts of a two-volume book.

Books may be retained two weeks, and may be once renewed for the same period, unless reserved for another borrower.

Suitable fines (not more than one cent a day, or five cents a week, if the library is open only once a week) should be paid for books kept over time, and for loss or injury of books beyond reasonable wear.

Mending and binding. Books, like any property, must be kept in repair if they are to retain any value.

Keep books upright on the shelves.

New books should be opened carefully when first received.

When leaves become loosened they may be tipped in by pasting an eighth of an inch along the inner edge. Very little paste should be used in mending, and never glue or mucilage.

Full suggestions on mending and mending materials will be sent on request.

When to bind.

When the sewing of a book is loose throughout, the book must be sent to a binder. It does not pay to rebind very cheap books or poor books, but a book which is of permanent value and cannot be replaced for fifty cents should be sent to the bindery. It is impossible to rebind satisfactorily books which are badly torn or worn to pieces. A book should be sent to the bindery before any leaves or sections are lost. Soiled books should not be rebound.

Cleanliness. Books should be kept clean by the erasure of pencil or finger marks, and by rubbing the covers with gasoline, or washing them with soap and water applied lightly and rapidly and thoroughly dried. They are probably best cleaned by washing in vinegar and water, two-thirds vinegar.

Train the pupils to handle books carefully and to keep them clean, remembering always that clean hands are necessary to keep clean books.

Occasional talks on the care of books, explaining how they are made, how to handle them, and why common property should be preserved will bring good results. It is obvious that such talks will be most effective when a supply of new books has just been received.

Reference books are usually placed by themselves, are not circulated and are marked R. By using these class numbers and shelving together books with the same number, all books on a subject will be brought together, and the library will have some order, a definite place for each volume. When there are several books in the same number, arrange them alphabetically by author.

Pamphlet boxes should be provided for agricultural bulletins and other pamphlets. Satisfactory ones may be obtained for $6 per hundred. They should be marked with the subject and may be classified and placed on the shelves with the books.

Label each shelf with the number of the class and the name of the subject to facilitate proper placing of books and ease in finding them.

Catalog. This list should be checked and a copy preserved as a catalog of books owned by the school. By the aid of the author and title index, which should also be checked, it may also serve as an index for a library of less than 500 volumes.

Cataloging. The library will not give the service it should until all the material it contains, is made readily available.

Schools are coming to the realization that it is better economy to buy fewer books and to spend some money in having them indexed for ready use.

For a collection of more than 500 volumes, some card record is desirable.

Shelf list. This is the first card record usually installed.

It is a list on cards of all the books in the library. The cards are arranged as the books are arranged on the shelves and it may be called the "table of contents" of the library. The information given on the shelf list card consists of the class number, the author's name, brief title and the accession number. The shelf list may be used as a subject catalog, especially if an alphabetical index is added.

Card catalog. A card catalog, properly prepared gives a complete index of all the material in the books in the library. The author, title and subject cards are arranged in one alphabet like a dictionary.

To make a catalog properly requires technical knowledge of cataloging and the work should not be undertaken without instruction.

In the large school libraries it is recommended that the teacher in charge of the library should take a six weeks' course in library methods.

Full dictionary card catalogs containing author, title and subject cards for whole books and parts of books may now be purchased. For information, apply to the American Library Association.

READING CIRCLE.

The reading circle is a good means of directing reading and of arousing interest in books. It is desirable that the pupils should own the books they read, thus beginning a library of their own. Parents might be willing to get them for birthday and Christmas presents, or the pupils save their own money to buy them.

This list is suggested for reading circles in the High schools, 1913-1914.

High School—First year.

Church	Odyssey for boys and girls	Macmillan	$1.50
Hale	Man without a country	Little	.35
Hughes	Tom Brown's school days	Houghton	.50
King	Cadet days	Harper	1.25
Marden	Success	Wilde	1.25
Moses	Louisa M. Alcott	Appleton	1.25
Ollivant	Bob, son of Battle	Burt	.50
Tappan	In the days of Queen Elizabeth	Lothrop	1.00
Washington	Up from slavery	Grosset	.50
Wiggin	Rebecca of Sunnybrook Farm	Houghton	.75

High School—Second year.

Austen	Pride and prejudice	Dutton	.35
Bryant	Christopher Hibbault	Duffield	1.50
Doyle	Through the magic door	Doubleday	1.25
Norris	Mother	Macmillan	1.00
Noyes	Drake	Stokes	1.50
Repplier	In our convent days	Houghton	1.10
Riis	Making of an American	Grosset	.50
Scott	Talisman	Dutton	.35
Van Dyke	First Christmas tree	Scribner	.50
Wallace	Ben Hur	Harper	1.50

High School—Third year.

Antin	Promised land	Houghton	1.75
Barrie	Margaret Ogilvy	Scribner	1.25
Blackmore	Lorna Doone	Dutton	.35
Evans	Sailor's log	Appleton	2.00
Fox	Little shepherd of Kingdom come	Grosset	.50
Gulick	Efficient life	Doubleday	1.20
Laboulaye	Quest of the four leaved clover	Ginn	.40
Paine	College years	Scribner	1.50
Parsons	Choosing a vocation	Houghton	1.00
Weyman	Gentleman of France	Longmans	1.25

High School—Fourth year.

Davis	A friend of Caesar	Macmillan	1.50
Duncan	Dr. Luke of the Labrador	Grosset	.50
Johnson	Stover at Yale	Scribner	1.50
Maeterlinck	Blue bird	Dodd	1.25
Palmer	Life of Alice Freeman Palmer	Houghton	1.50
Parker	Seats of the mighty	Burt	.50
Robins	Come and find me	Century	1.50
Shaler	Masters of fate	Duffield	1.50
Steiner	On the trail of the immigrant	Revell	1.50
White	Blazed trail	Grosset	.50

SUPPLIES.

All library supplies may be obtained at these prices from dealers.

Accession record, 1000 lines (paper cover)	$1.25
3000 lines (half Russia)	3.75
5000 lines (half Russia)	5.00
Library record (for charging books)	.85
Library labels (printed with rules), per 1000	2.50
Book cards, per 1000	1.25
per 100	.15
Book pockets, Acme pocket (unprinted), per 500	1.00
Acme pocket (unprinted), per 1000	1.75
Acme pocket (printed), per 500	2.75
Acme pocket (printed), per 1000	3.50
open end pocket (unprinted), per 500	1.00
open end pocket (unprinted), per 1000	1.75
open end pocket (printed), per 500	1.75
open end pocket (printed), per 1000	2.75
Date slips, per 1000	1.50
per 100	.15
Charging tray with date guides	.75
Dating stamp	.25
Stamp pad	.20
Davids' Letterine (white ink), per bottle	.15
Devoe's white spirit varnish, per bottle	.25
Higgins' American India ink, per bottle	.25
Book supports (Library bureau), per 10	.90
(Library bureau), per 100	7.50
Shelf label holders (for movable labels giving names of classes). Specify exact thickness of shelf. 10c each; per 100	7.50

Catalog cases and cards (prices of any standard library outfits furnished on application).

BOOKS FOR HIGH SCHOOLS

GENERAL REFERENCE WORKS.

Reference books relating particularly to one subject are classed with the subject.

List price.

Bartholomew, J. G. Literary and historical atlas of America. (Everymans library.) (Library binding.) Dutton..... $0.50

Includes a survey of North and South American coinage.

Bartholomew, J. G. Literary and historical atlas of Europe. (Everymans library.) (Library binding.) Dutton..... .50

Useful little reference books, containing colored historical maps, line maps, plans of notable battles and districts connected with authors and books, and a limited gazetteer of places of literary and historical interest.—A. L. A.

Bartlett, John, comp. Familiar quotations; a collection of passages, phrases and proverbs traced to their sources in ancient and modern literature. Little..... 3.00

Arrangement is chronological, with an index of authors and an index by most important words of quotations. One of the most complete and accurate compilations.—Kroeger.

Bliss, W. D. P., & Binder, R. N., eds. New encyclopedia of social reform. Funk..... 7.50

Comprehensive, accurate and impartial reference work, including besides social-reform movements and activities, economic, industrial and sociological facts and statistics of all countries and all social subjects. Brief bibliographies on important subjects—A. L. A.

Brewer, E. C. Reader's handbook of famous names in fiction, allusions, references, proverbs, plots, stories and poems. Lippincott. (1906 ed.) 2.00

Concise account of such names as are used in allusions and references by writers. Appendix, p. 1135-58, gives a list under titles of dramas and operas with their authors and dates. There is also an appendix giving dates of poems, novels, etc., referred to in the book.—Kroeger.

Crabb, George, comp. English synonyms. Harper..... 1.25

Quotations from the best writers illustrating the use of words are given.—Kroeger.

Cram, G. F. Modern atlas: the new unrivaled. Cram..... 10.00

Hammond's comprehensive atlas of the world. Hammond.. 2.00

Pt. 1 contains colored maps of the world—Pt. 2 Compendium of geography and index gazetteer.
Gives much useful information, and is of convenient size for the school library. Limp leather binding.

Hopkins, A. A., & Bond, A. R., comp. Scientific American reference book. Ed. 2. Munn..... 1.50

Compact handbook of descriptive and statistical material relating to trade, industries, patents, education, international institutions, transportation, armies, navies, government, population, mathematics, mechanics, chemistry, etc. Tables and graphic representations. —N. Y.

List price.

Hoyt, J. K., comp. Cyclopedia of practical quotations, English, Latin and modern foreign languages. Rev. ed. Funk 6.00

Arranged under subjects, instead of chronologically like Bartlett's, giving the exact authority as full as possible. English quotations first, then Latin and foreign. A list of quoted authors with dates and nationality and pages whereon quoted. No quotations from the Bible are included. There is a full index to quotations from English authors and the English translation of foreign quotations; also an index to Latin and modern foreign quotations. The most useful work for quotations by subjects.—Kroeger.

Lippincott's new gazetteer of the world; ed. by Angelo and Louis Heilprin. Lippincott..... 10.00

The most comprehensive American work of its kind, alphabetically arranged, giving descriptions and information of places, with pronunciation and various spellings of names.—Kroeger.

Lippincott's pronouncing dictionary of biography and mythology. Lippincott 8.00

Best general reference book. It gives the pronunciation of names, sketches of lives of persons and bibliographic references. A list of the leading English Christian names, with their equivalents in the various European languages, is given in an appendix. In the introduction the general principles of pronunciation of each of the more important European and Asiatic languages are stated.—Kroeger.

Readers' guide to periodical literature. Annual volumes. Wilson.

1912 .....

1913 .....

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607 VOCATIONAL GUIDANCE.

See also Classes 170, 378, and 921.

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Discusses the general question of vocational guidance and the work attempted in various schools and cities. List of references.

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Laselle, M. A., & Wiley, K. E. Vocations for girls. Houghton ..... .85

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List price.

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Rollins, F. W. What can a young man do? Little..... 1.50

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Weaver, E. W., ed. Vocations for girls; prepared by a committee of teachers. Barnes..... .75

Summarizes the field of work for girls, gives the general principles underlying success, and a detailed account of sixteen occupations, discussing the features and the necessary preparation. Reading lists and questions for debate conclude each chapter.

Women's educational and industrial union, Boston. Vocations for the trained woman. Introductory papers; ed. by A. F. Perkins. Women's educ. & indus. union..... 1.20

Practical consideration of fields of work other than teaching open to women, written largely by women workers in New England. A. L. A.

612 PHYSIOLOGY. HYGIENE. PHYSICAL TRAINING.

Allen, W. H. Civics and health. Ginn..... 1.25

Hygiene in its relations with the school, the home and the community, based on the thesis that individual health and sanitary conditions are a civic duty. A. L. A.

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Hartung, H. H. Barton's first aid textbook. 2d ed. Nat'l. first aid assoc. of America..... .80

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Le Bosquet, Maurice. Personal hygiene. (Library of home economics.) Amer. school of home economics..... 1.50

Martin, H. N. Human body: an elementary textbook of anatomy, physiology and hygiene. (American science series: briefer course.) Holt..... 1.25

A standard textbook of physiology. Oregon.

Sargent, D. A. Health, strength and power. Caldwell..... 1.75

Discusses food, air, sleep, bathing, clothing, athletics and describes and pictures fifty-six exercises without apparatus. A. L. A.

Tolman, W. H., & Guthrie, A. W. Hygiene for the worker; ed. by C. W. Crampton. (Crampton hygiene series.) Amer. bk. ..... .50

Sensible and simply written little work on occupational hygiene in popular form for the use of the workers themselves, designed for boys and girls in industrial and manual training high schools and equally valuable for working people of any age. A. L. A.

630 AGRICULTURE.

See also Nos. 1598, 1605, 1648.

This list of books comprises those recommended by the instructors in agriculture in the Minnesota high schools. Owing to the cost, no encyclopedia of agriculture is included in this list. It is assumed that the schools giving full work in agriculture will provide such a reference work out of their special aid.

American poultry association. American standard of perfection; a complete description of all recognized varieties of fowls. Amer. poultry assoc..... 1.50

Bashore, H. B. Sanitation of a country house. Wiley..... 1.00

Describes the dangers from present unsanitary conditions in the country and suggests a remedy. Considers particularly external conditions, water supply, waste and surroundings.

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A full and well illustrated work. Designed as a textbook but useful to the corn grower. A. L. A.

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Coburn, F. D. Alfalfa, lucerne, Spanish trefoil, Chilian clover, medic, purple medic (medicago sativa); practical information on its production, qualities, worth and uses, especially in the United States and Canada. Judd..... .50

Conn, H. W. Practical dairy bacteriology. Judd..... 1.25
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Craig, J. A. Judging live stock. 15th ed. Kenyon..... 1.50
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Dietrich, William. Swine: breeding, feeding and management. Sanders 1.50

Eckles, C. H. Dairy cattle and milk production. Macmillan.. 1.60
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Farrington, E. H., & Woll, F. W. Testing milk and its products. 20th ed. rev. Mendota bk. (Madison, Wis.)..... 1.25

Fraser, Samuel. (The) potato; a practical treatise on the potato, its characteristics, planting, cultivation, harvesting, storing, marketing, insects and diseases and their remedies. Judd ..... .75

Green, S. B. Popular fruit growing. 3d ed. Webb..... 1.00
Standard, practical work. A. L. A.

Green, S. B. Vegetable gardening. 10th ed. Webb..... 1.00

Hall, A. D. Fertilizers and manures. Dutton..... 1.50
Thorough, scientific treatise, but not too technical for the general reader. Pittsburgh.

Henry, W. A. Feeds and feeding: a handbook for the student and stockman. 10th ed. rev. Henry..... 2.25
Comprehensive, summarizing a remarkable amount of information on food values, feeding standards and animal nutrition. Fairly technical. Many references and good index. Pittsburgh.

Hilgard, E. W. Soils; their formation, properties, composition and relations to climate and plant growth in the humid and arid regions. Macmillan..... 4.00
Contents: Origin and formation of soils—Physics of soils—Chemistry of soils—Soils and native vegetation.

Hopkins, C. G. Soil fertility and permanent agriculture. (Country life education series.) School ed. Ginn..... 2.25
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Hunt, T. F. Cereals in America. Judd..... 1.75

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AUTHORITIES FOR NOTES

In using notes, the wording has sometimes been slightly changed for sake of brevity.

A. L. A. ..... A. L. A. catalog & A. L. A. book list.
Adams ..... Adams, C. K. Manual of historical literature.
Adams, T. S. ..... Adams, T. S. Bibliography of economics.
Amer. hist. rev. ..... American historical review.
Baker ..... Baker. Descriptive guide to the best fiction.
Berry ..... Miss Josephine Berry, College of Agriculture, St. Paul.
Bk. rev. digest ..... Book review digest.
Bolton ..... Henry Carrington Bolton.
Class. jl. ..... Classical journal.
Cum. bk. index ..... Cumulative book index.
Educ. rev. ..... Educational review.
Eng. hist. rev. ..... English historical review.
Goodspeed ..... Goodspeed, G. S. History of the ancient world.
Iowa ..... Iowa. List of books for school libraries.
Johnston ..... W. D. Johnston, Librarian, Columbia College.
Kroeger ..... A. L. A. Guide to reference books.
Larned ..... Larned, ed. Literature of American history.
Leypoldt & Iles ..... Leypoldt & Iles, ed. List of books for girls and women and their clubs.
Mendenhall ..... Mendenhall, C. E. Selected list of books on physics.
Munro ..... D. C. Munro.
N. Y. ..... New York State Library. Best books (annual).
Nield ..... Nield. Guide to historical novels.
Oregon ..... Oregon Library Commission. List of books for school libraries.
Pittsburgh ..... Carnegie Library of Pittsburgh. Catalogs.
Political science ..... Political science quarterly.
Pratt ..... Pratt Institute free library. (Brooklyn.) Bulletin.
Prentice & Power ..... Prentice & Power. A children's library.
Pub. ..... Note from publishers' catalogs and announcements.
Pub. wkly. ..... Publishers' weekly.
Wells ..... Wells, ed. Literature of American history.
Wisconsin ..... Wisconsin. List of books for High schools.
Wyer ..... Wyer. Bibliography of education (annual).

INDEX TO PUBLISHERS

Allyn ..... Allyn & Bacon, Boston.
Altemus ..... Henry Altemus, Philadelphia.
Amer. bk..... American book Co., Chicago.
Amer. poultry assoc... American poultry association, Beaver, Pa.
Amer. school of home
econ. ..... American school of home economics, Chicago.
Appleton ..... D. Appleton & Co., Chicago.
Association press..... International committee of Young Men's christian association press, New York.
Atkinson ..... Atkinson, Mentzer & Grover, Chicago.
Baker ..... See Doubleday.
Barnes ..... A. S. Barnes & Co., New York.
Bates ..... Bates & Guild, Boston.
Birchard ..... C. C. Birchard, Boston.
Bobbs ..... Bobbs-Merrill Co., Indianapolis.
Boston bk..... Boston Book Co., Boston.
Bowman ..... Bowman & Crossley, Ames, Iowa.
Breeder's gazette..... Breeder's gazette, Chicago.
Caldwell ..... H. M. Caldwell Co., Boston.
Cambridge Press..... See Putnam.
Century ..... Century Co., New York.
Clarendon ..... See Oxford.
Columbia univ..... Columbia university press, New York.
Comstock ..... Comstock publishing Co., Ithaca, N. Y.
Cram ..... G. F. Cram, Chicago.
Crowell ..... T. Y. Crowell & Co., New York.
Davis ..... F. A. Davis Co., Philadelphia.
Dodd ..... Dodd, Mead & Co., New York.
Doubleday ..... Doubleday, Page & Co., New York.
Drake ..... F. J. Drake & Co., Chicago.
Duffield ..... Duffield & Co., New York.
Dutton ..... E. P. Dutton & Co., New York.
Ellis pub..... Ellis publishing Co., Battle Creek, Mich.
Funk ..... Funk & Wagnalls Co., New York.
Ginn ..... Ginn & Co., Chicago.
Grosset ..... Grosset & Dunlap, New York.
Hammond ..... C. S. Hammond & Co., New York.
Harper ..... Harper & Bros., New York.
Heath ..... D. C. Heath & Co., Chicago.
Henry ..... Mrs. F. H. Henry, Madison, Wis.
Hinds ..... Hinds, Noble & Eldredge, New York.
Hitchcock ..... F. H. Hitchcock, 105 W. 40th st., New York.

Holt .....Henry Holt & Co., New York
Home corresp. school. Home correspondence sch., Springfield, Mass.
Hough .....R. B. Hough, Lowville, N. Y.
Houghton .....Houghton, Mifflin & Co., Chicago.
Inland printer.....Inland Printer Co., Chicago.
Jacobs .....G. W. Jacobs & Co., Philadelphia
Judd .....Orange Judd Co., New York.
Kennerley .....Mitchell Kennerley, New York.
Kenyon .....Kenyon Printing Co., New York
La Salle exten. univ....La Salle extension university, Chicago.
Lane .....John Lane Co., New York.
Lippincott .....J. B. Lippincott Co., Philadelphia.
Little .....Little, Brown & Co., Boston.
Longmans .....Longmans, Green & Co., New York.
Lothrop .....Lothrop, Lee & Shepard Co., Boston
McBride .....McBride, Nast & Co., New York.
McClure, Phillips & Co. See Doubleday.
McClurg .....A. C. McClurg & Co., Chicago.
McFadden .....E. A. McFadden, Cincinnati, Ohio.
McGraw .....McGraw-Hill Book Co., New York.
McKay .....David McKay, Philadelphia.
McLoughlin .....McLoughlin Brothers, New York.
Macmillan .....Macmillan Co., Chicago.
Manual arts.....Manual arts press, Peoria, Ill.
Marquis .....A. N. Marquis, Chicago.
Mendota bk.....Mendota Book Co., Madison, Wis.
Michels .....John Michels, Raleigh, N. C.
Moffat .....Moffat, Yard & Co., New York.
Munn .....Munn & Co., New York.
Nat. first aid assoc....National first aid association, Boston.
Nelson .....Thomas Nelson & Sons, New York.
Newson .....Newson & Co., New York.
Open court.....Open Court Publishing Co., Chicago.
Outing .....Outing Publishing Co., New York.
Oxford .....Oxford University press, New York.
Page .....L. C. Page & Co., Boston.
Popular mechanics....Popular mechanics, Chicago.
Pott .....James Pott & Co., New York.
Practical text.....Practical Textbook Co., Cleveland.
Press pub.....Press Publishing Co., New York.
Putnam .....G. P. Putnam's Sons, New York.
Rand .....Rand, McNally & Co., Chicago.
Reilly .....Reilly & Britton, Chicago.
Revell .....Fleming H. Revell & Co., Chicago.
Rickey .....William Rickey & Co., New York.
Ronald .....Ronald Press Co., New York.
Root .....A. I. Root, Medina, Ohio.
Sanborn .....B. H. Sanborn, Boston.

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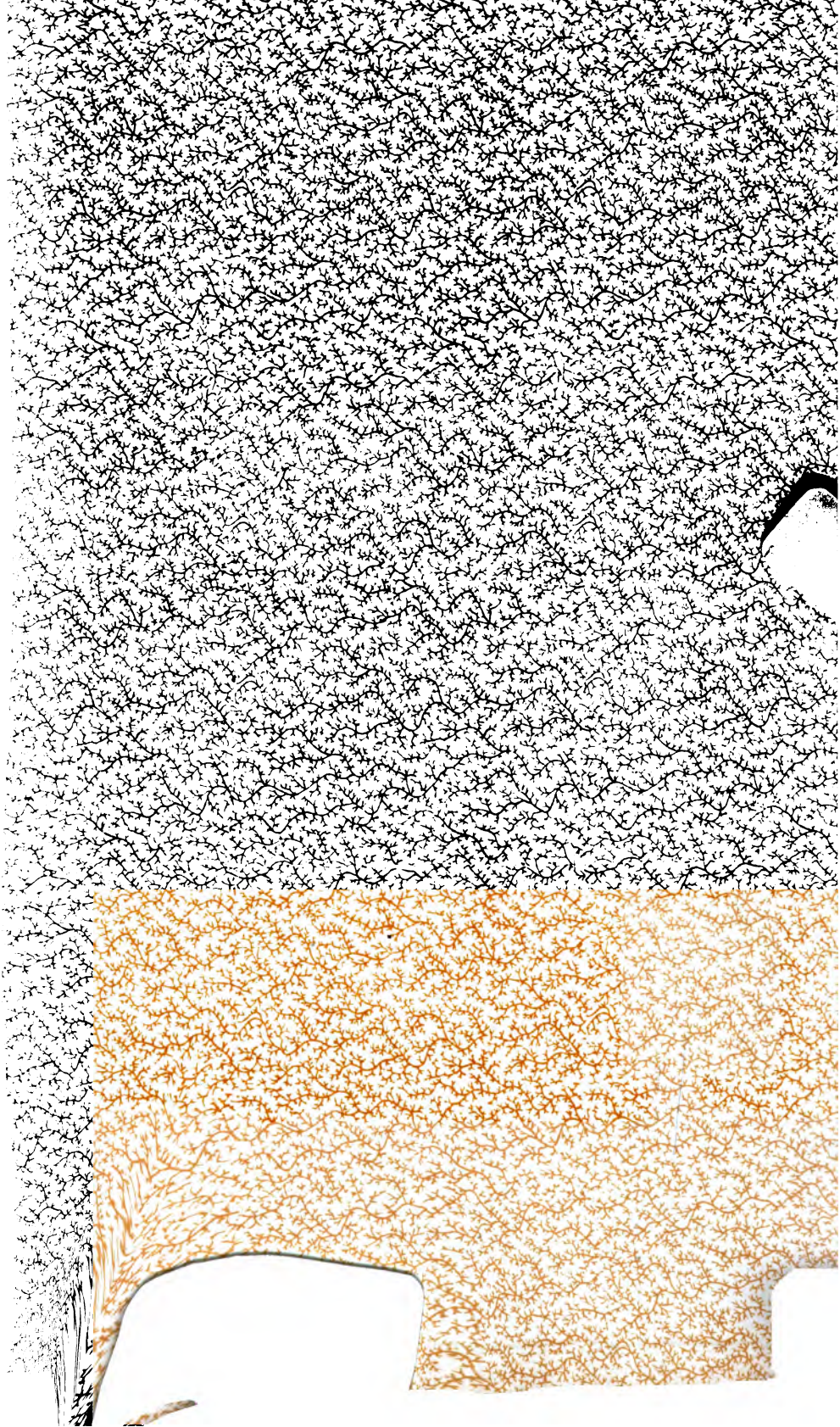
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